

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### 5.1 Conclusion

The conclusion that can be drawn from the findings of the research done and the conversation that was had by the researcher on the topic of fostering HOTS in EFL learners using Short Functional Text is that, first, teachers work hard to instill HOTS in their young students by utilizing short functional texts that contain many steps. This is the conclusion that can be drawn from the findings of the research done and the conversation that was had by the researcher. The teacher began by using Teaching for Thinking (Conditioning the Classroom Atmosphere) to set the tone for the lesson and prepare the environment. Next, the teacher implemented contextual learning tactics in order to create an atmosphere that is conducive to learning and to create a conducive learning environment. Both Teaching of Thinking and Learning Higher Order Thinking Skill teachers pose questions to their pupils in order to train and enhance their Higher Order Thinking Skills (HOTS) abilities. These questions are provided if recognized based on bloom taxonomy, which includes indications C4 (analyze) and C5 (evaluate).

However, the instructor has not offered any questions that are connected to Indicator C6 (create), which results in a gap in the training. The third stage of Teaching with Thinking, also known as Structured HOTS Learning, is completed by the instructor by halting the class after the instructor has done asking questions and providing students time to think about the answers. This step is also known as stage 3 of Structured HOTS Learning. The reason for this is to prepare the pupils to move on to the following level. Teachers are able to further encourage students to converse to one another and share their thoughts by providing students with HOTS questions. The objective of Teaching about Thinking, also known as "Helping Students Reflect Metacognitively," is to lead and encourage students who struggle with putting their learning into practice and responding to questions about HOTS. Teaching about Thinking is also known as "Helping Students Think About Thinking."

Teachers of English as a Foreign Language (EFL) noticed many difficulties while attempting to promote HOTS in EFL learners by utilizing Short Functional Text. These difficulties included the difficulty in establishing learning techniques that may be associated with the usage of HOTS,

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as well as the fact that students still held poor levels of English language skills. Additionally, one of these hurdles was the fact that students still held poor levels of English language abilities. The way in which teachers get around these issues is by selecting a strategy that is appropriate for the students, and teachers continue to put in a lot of effort to train students' speaking abilities by asking questions in order to continue training students' English language skills and to allow students to become more comfortable with themselves.

## **5.2 Recommendation**

Based on the findings and discussions of researcher regarding the promotion of HOTs in EFL learners through Short Functional Text:

1. It is hoped that this study will provide instructors, namely English teachers, with an overview in order to make them better aware of their potential to promote HOTs in EFL students. As a consequence of this, educators ought to work toward improving their knowledge of HOTs in order to strengthen their capacity to spread awareness of HOTs.
2. It is anticipated that educational institutions will provide training for teachers in order to improve the teachers' grasp of topics related to HOTs and will also provide a means for instructors to provide lessons to students based on topics related to HOTs. In addition to this, a method for lecturers to offer courses that are based on HOTs is being made available.
3. The researcher are keeping their fingers crossed that the results of this study may one day be able to act as a point of reference for another research being conducted in the sector. In order for this research to proceed, it is hoped that subsequent researcher would be able to incorporate a greater number of different aspects into their work.